DOCUMENT RESUME

ED 244 657 JC 840 228

AUTHOR Taylor, Helen L. Sally
TITLE A Cooperative Model for Family Daycare Training.
PUB DATE 24 May 84
NOTE 9p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Education; *Child Caregivers; Child Development; Community Colleges; *Cooperatives; *Credentials; *Day Care Centers; *Family Day Care; Program Descriptions; Program Development; Two Year Colleges
IDENTIFIERS *Edmonds Community College WA

ABSTRACT

This discussion of the development of a child development associate (CDA) program at Edmonds Community College (ECC) for family day care providers is placed in the context of developments in day care training in Washington State. The first sections provide an overview of the development of day care provider training in Washington State from 1974 to 1981; an explanation of the CDA credential; a review of the steps required to obtain the CDA; and a list of competency goals and functional areas assessed. Next, the paper describes how the recognition of the CDA credential by the Washington Department of Social and Health Services inspired an organized group of family day care providers in South Snohomish County to approach ECC to establish a cooperative center in which they could receive training and be assessed. A discussion of the importance of family day care provider services in meeting the child care needs of working parents is followed by a description of the current training delivery system in place at ECC. The three aspects of training examined are: (1) the laboratory setting, which involves enrolled providers participating in the laboratory one day each week with the children in their care, taking responsibility for the business management of the cooperative, hiring an instructor to assist in curriculum development and instruction, and receiving three Family Life Education credits each quarter; (2) the development of personal portfolios with the assistance of volunteers; and (3) the award of credit for CDA. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. L. S. Taylor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED244657

JC 840 228

A COOPERATIVE MODEL FOR FAMILY DAYCARE TRAINING -

BY HELEN L. SALLY TAYLOR,B.A.,M.S.
DEPARTMENT HEAD/EARLY CHILDHOOD EDUCATION
EDMONDS COMMUNITY COLLEGE

May 24, 1984

DAY CARE PROVIDER TRAINING IN WASHINGTON STATE

STARTING IN 1974 AND CONTINUING UNTIL 1981 STATEWIDE TRAINING FOR LICENSED FAMILY DAY CARE PROVIDERS WAS AVAILABLE THROUGH THE STATE DEPARTMENT OF SOCIAL AND HEALTH SERVICES. AUTHORIZED BY DSHS, AND COORDINATED BY THE GRANTEE NORTH SEATTLE COMMUNITY COLLEGE, THE TRAINING TOOK PLACE THROUGH THE COOPERATION OF A NETWORK OF COMMUNITY COLLEGES AND VOCATIONAL TECHNICAL INSTITUTES. ALTHOUGH ORIGINALLY FUNDED BY A CHILD WELFARE TRAINING GRANT (1974-76) THE PROGRAM LATER WAS FUNDED WITH TITLE XX MONIES. (8:1)

THE 1977-78 GRANT INCLUDED A PILOT PROJECT OFFERING CDA TRAINING TO CENTER PERSONNEL THROUGH NINE COMMUNITY COLLEGES, HOWEVER, BECAUSE THE CDA COMPETENCIES ADDRESSED ONLY CENTER-BASED PERFORMANCE, NO EFFORTS WERE MADE TO INCLUDE FAMILY DAY CARE PROVIDERS IN CDA TRAINING.

RECOGNIZING THE WORTH OF THE CDA CREDENTIAL AND IMPATIENT FOR THE IMPLEMENTATION OF COMPETENCY STANDARDS FOR FAMILY DAY CARE PROVIDERS, IN 1980 MEMBERS OF THE SOUTH SNOHOMISH COUNTY FAMILY DAY CARE PROVIDERS ASSOCIATION APPROACHED EDMONDS COMMUNITY COLLEGE TO REQUEST A MECHANISM FOR ACQUIRING THE CDA CREDENTIAL. THE CONCEPT OF A CDA TRAINING LABORATORY, SIMILAR TO THE PARENT COOPERATIVE MODEL WAS DEVELOPED. FALL QUARTER OF 1980 THE FAMILY DAY CARE CENTER COOPERATIVE OPENED AND SHORTLY THEREAFTER WITH THE ASSISTANCE OF MILDRED REED, THE REGIONAL CONSULTANT FOR CDA, THE COMBINATION OF HOME AND CENTER HOURS WAS APPROVED BY THE NATIONAL CREDENTIALING PROGRAM AS MEETING CDA REQUIREMENTS OF EIGHT MONTHS FULL-TIME EXPERIENCE WORKING WITH CHILDREN IN A GROUP SETTING. (9:3) THIS ARTICLE IS AN EXAMINATION OF THIS UNIQUE TRAINING DELIVERY SYSTEM.

CDA - AN EXPLANATION

DUE TO THE GROWING RECOGNITION THAT NEITHER COLLEGE DEGREES OR YEARS OF CLASSROOM EXPERIENCE CAN ASSURE COMPETENCE IN A CHILD CARE SETTING, THE CHILD DEVELOPMENT ASSOCIATE CREDENTIAL (CDA) IS BASED ON OBSERVED COMPETENT PERFORMANCE. (1:201) IT IS DESIGNED TO MEET THE NEEDS OF FRONT LINE SERVICE PROVIDERS, THE

GOAL BEING IMPROVED CHILD CARE FOR PRESCHOOL CHILDREN. (2:1)

ALTHOUGH ORIGINALLY FUNDED IN 1972 THROUGH THE U.S. DEPARTMENT OF HUMAN SERVICES, OFFICE OF HUMAN DEVELOPMENT, ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES, THE CREDENTIALING STRUCTURE IS NOT WITHIN A GOVERNMENT AGENCY, BUT IS, RATHER, A GRANT SUPPORTED COMPETITIVE, SEPARATE ENTITY. THE ORIGINAL GRANTEE WAS A NON-PROFIT CORPORATION, THE CDA CONSORTIUM, COMPOSED OF 42 NATIONAL ASSOCIATIONS DIRECTLY RELATED TO OR INTERESTED IN EARLY CHILDHOOD EDUCATION, REPRENSENTING TWO AND ONE-HALF MILLION MEMBERS. (3:vi) THE SECOND AND CURRENT GRANTEE AT THE TIME OF PUBLICATION IS BANK STREET COLLEGE OF EDUCATION. BANK STREET COLLEGE CONTINUES THE TRADITION OF ADVISORY INVOLVEMENT THROUGH THE DEVELOPMENT OF A CDA CREDENTIALING COMMISSION COMPOSED OF HUMAN SERVICES REPRESENTATIVES. (4:12)

DESIGNED TO MEET SEVERAL NEEDS, THE CDA CREDENTIAL PROVIDES FOR PROFESSIONAL MOBILITY. ACCORDING TO A RECENT PUBLICATION BY BANK STREET COLLEGE, NEARLY ONE-HALF OF THE STATES NOW INCLUDE THE CDA CREDENTIAL IN THE REGULATIONS FOR STAFFING DAY CARE CENTERS. (4:4)

THE ORIGINAL COMPETENCY STANDARDS WERE DEVELOPED FOR CENTER-BASED CHILD CARE PROVIDERS ONLY, HOWEVER, BANK STREET WILL SOON PUBLISH STANDARDS FOR FAMILY DAY CARE PROVIDERS, AND FOR HOME-VISITORS. (INFANT CARE WILL ALSO BE ADDRESSED.) THERE IS A BILINGUAL, BICULTURAL COMPONENT AVAILABLE AS WELL.

THE FIRST CDA AWARDS WERE MADE TO 34 PERSONS IN JULY OF 1975. BY SPRING OF 1982 THERE WERE OVER 8521 CDA'S IN THE NATION. (4:4)

STEPS TOWARD CREDENTIALING (5:11)

THE ESTABLISHMENT AND VERIFICATION OF CDA CANDIDATE'S COMPETENCY IS ACCOMPLISHED IN SEVERAL STEPS: FIRST, A TEAM IS ESTABLISHED CONSISTING OF THE CANDIDATE, THE CANDIDATE'S TRAINER, AND A PARENT REPRESENTATIVE; SECOND, ASSESSMENT AND DOCUMENTATION IS ACCOMPLISHED USING THE CDA COMPETENCY AREAS AS THE FORMAT; LASTLY, VERIFICATION AND FURTHER DOCUMENTATION IS SUBSTANTIATED BY REQUESTING THAT A CDA REPRESENTATIVE BE ASSIGNED TO OBSERVE THE CANDIDATE AND TO PARTICIPATE IN AN EVALUATION MEETING OR LAT (LOCAL ASSESSMENT TEAM) MEETING.

DURING THE LAT THE FOLLOWING COMPETENCY AREAS ARE ADDRESSED:

COMPETENCY GOALS
I. TO ESTABLISH AND MAINTAIN A SAFE, HEALTHY, LEARNING ENVIRONMENT

FUNCTIONAL AREAS
1. SAFE
2. HEALTHY
3. LEARNING ENVIRONMENT

II. TO ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

4. PHYSICAL
5. COGNITIVE
6. COMMUNICATION
7. CREATIVE

III. TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND PROVIDE POSITIVE GUIDANCE AND DISCIPLINE

8. SELF
9. SOCIAL
10. GUIDANCE AND DISCIPLINE

IV. TO ESTABLISH POSITIVE AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES

11. FAMILIES

V. TO ENSURE A WELL-RUN, PURPOSEFUL PROGRAM RSPONSIVE TO PARTICIPANT NEEDS

12. PROGRAM MANAGEMENT

VI. TO MAINTAIN A COMMITMENT TO PROFESSIONALISM

13. PROFESSIONALISM

CDA IN WASHINGTON STATE

THE MAJOR EFFORT IN CDA TRAINING IN WASHINGTON STATE HAS BEEN CONDUCTED BY MEMBERS OF THE STATE TECHNICAL ASSISTANCE TRAINING OFFICE, AND HAS BEEN DIRECTED TOWARD CREDENTIALING HEADSTART PERSONNEL, RATHER THAN LICENSED CHILD CARE PROVIDERS. RECENTLY, SEVERAL COMMUNITY COLLEGES HAVE REDESIGNED THEIR EARLY CHILDHOOD CURRICULUMS TO INCLUDE THE COMPETENCY AREAS OF CDA. EXPECTATIONS ARE THAT WASHINGTON STATE COLLEGES WILL TAKE A MORE ASSERTIVE ROLE IN THE FUTURE TRAINING OF CDA'S, INCLUDING BIDS FOR TRAINING HEADSTART PERSONNEL.

THE WASHINTON ASSOCIATION FOR EDUCATORS OF PERSONNEL IN EARLY CHILDHOOD PROGRAMS (WAEPECP), IN A RECENT PUBLICATION "THE PREPARATION AND CERTIFICATION ON EARLY CHILDHOOD PERSONNEL: A

POSTION STATEMENT," SUGGESTS THE CDA CREDENTIAL AS A LEVEL ONE CERTIFICATION STEP. (6:7) WHILE THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE WASHINGTON STATE BOARD OF EDUCATION CONTINUE A LENGTHY EXAMINATION OF THEIR ROLE IN THE CREDENTIALING OF EARLY CHILDHOOD PERSONNEL, THE WASHINGTON DEPARTMENT OF SOCIAL AND HEALTH SERVICES, WHICH LICENSES DAY CARE SERVICES, HAS RECGNIZED THE CDA CREDENTIAL AS FULFILLING THE TRAINING REQUIREMENTS OF 45 CREDITS FOR CENTER SUPERVISORS. (7)

THIS RECOGNITION OF THE CDA CREDENTIAL BY DSHS INSPIRED A GROUP OF SOUTH SNOHOMISH COUNTY DAY CARE PROVIDERS TO APPROACH EDMONDS COMMUNITY COLLEGE TO ESTABLISH A PROVIDER COOPERATIVE CENTER IN WHICH THEY COULD RECEIVE TRAINING AND BE ASSESSED.

ONE OF THE MAJOR PURPOSES OF THE ESTABLISHMENT OF THE DAY CARE PROVIDER CO-OPERATIVE WAS THE DEVELOPMENT OF A CENTER IN WHICH DAY CARE PROVIDERS COULD MEET THE ASSESSMENT REQUIREMENTS FOR CDA "CENTER-BASED" CREDENTIALING. ALTHOUGH COMPETENCY STANDARDS FOR HOME DAY CARE PROVIDERS ARE CURRENTLY BEING FIELD-TESTED, NONE WERE THEN AVAILABLE. IN ORDER TO BE CREDENTIALED, PROVIDERS NEEDED TO MEET "CENTER-BASED" REQUIREMENTS OF A GROUP SETTING WITH A MINIMUM OF EIGHT 3 TO 5 YEAR OLD CHILDREN. SINCE WASHINGTON STATE LAW LIMITS THE NUMBER OF CHILDREN TO BE SERVED IN A PROVIDER'S HOME, AND SINCE MOST PROVIDERS CARE FOR CHILDREN OF VARIOUS AGES FROM INFANTS THROUGH SCHOOL AGE, SUCH CENTER-FOCUSED REQUIREMENTS WERE IMPOSSIBLE TO MEET IN A HOME SETTING.

IN SOUTH SNOHOMISH COUNTY WHERE EDMONDS COMMUNITY COLLEGE IS LOCATED, THERE IS A STRONG AND VOCAL ORGANIZATION OF FAMILY DAY CARE PROVIDERS. AS A GROUP AND INDIVIDUALLY, MEMBERS WORK TO COMBAT THE IMAGE OF THE UNTRAINED "BABY SITTER" AND TO IMPROVE THE PROFESSIONAL STATUS OF PROVIDERS. THEIR AFFILIATION AND ITS PARENT ORGANIZATION, THE FAMILY CHILD CARE ASSOCATION, RECENTLY OPPOSED DEREGULATION OF CHILD CARE AND URGED SUPPORT OF A SYSTEM OF CREDENTIALING FOR DAY CARE PROVIDERS. (PRESENTLY WASHINGTON STATE LICENSING REQUIREMENTS DO NOT CALL FOR ANY SPECIAL TRAINING OR EDUCATION FOR FAMILY DAY CARE PROVIDERS, ALTHOUGH THE USE OF TITLE XX FUNDING PREVIOUSLY HAD MADE TRAINING AVAILABLE.)

WITH THE LEADERSHIP AND PERSISTENT EFFORT OF RUTH KORNETT, A FAMILY DAY CARE PROVIDER, THE CONCEPT OF A CDA TRAINING LABORATORY USING THE PARENT COOPERATIVE MODEL, DESIGNED TO SERVE AS A DEMONSTRATION CENTER, WAS DEVELOPED. APPROVAL FOR THE PILOT PROJECT WAS GIVEN BY BANK STREET. THE COOPERATIVE THEN GAVE THE PROVIDERS A "CENTER" SITUATION IN WHICH TO TAKE PART IN PRE-ASSESSMENT AND ASSESSMENT PROCEDURES. THE ASSISTANCE OF FACULTY MEMBERS OF EDMONDS COMMUNITY COLLEGE'S

EARLY CHILDHOOD EDUCATION DEPARTMENT WAS NEEDED TO CARRY OUT THE PRE-ASSESSMENT OBSERVATIONS AND CONFERENCES, AND TO SERVE AS TRAINER REPRESENTATIVES IN THE FINAL ASSESSMENT. A MINIMUM OF THREE THREE HOUR OBSERVATIONS OF EACH CANDIDATE WAS NEEDED. A PRE-CONFERENCE AND A POST-CONFERENCE ACCOMPANIED EACH OBSERVATION. IN ADDITION, FORMAL ECE CLASSES IN PORTFOLIO DEVELOPMENT WERE BEGUN WHICH ASSISTED PROVIDERS IN IDENTIFICATION AND DOCUMENTATION OF PROFESSIONAL SKILLS. BECAUSE SOME OF THE PROVIDERS INITIALLY ENROLLED IN THE COOPERATIVE WERE EXPERIENCED, AND SOME HAD RECEIVED PRIOR COURSE WORK, IT WAS POSSIBLE FOR THEM TO MOVE AHEAD QUICKLY.

TOWARD THE MIDDLE OF THE SECOND QUARTER OF TRAINING, FIVE PROVIDERS IDENTIFIED THEMSELVES AS PREPARED FOR FINAL ASSESSMENT. BANK STREET COLLEGE WAS NOTIFIED AND DATES WERE SET FOR THE MEETING OF THE LOCAL ASSESSMENT TEAM. IN JUNE, 1981, THE FIRST FIVE PROVIDERS WERE EACH AWARDED A CDA CREDENTIAL. THESE FIRST FIVE WERE SOON TO BE FOLLOWED BY OTHERS WHO HAD REQUESTED MORE TIME FOR PORTIFOLIO DEVELOPMENT OR PRE-ASSESSMENT OBSERVATIONS. IN 1982 DSHS FUNDING WAS DISCONTINUED. HOWEVER, THE PROGRAM CONTINUES AS AN EDMONDS COMMUNITY COLLEGE FAMILY LIFE EDUCATION COOPERATIVE PRESCHOOL. AS NEW PROVIDERS ENTER THE PROGRAM THE TRAINING CONTINUES WITH CREDENTIALED PROVIDERS ASSISTING BEGINNERS. WHEN THE HOME DAY CARE PROVIDER COMPETENCY STANDARDS BECOME AVAILABLE SOME PROVIDERS MAY CHOOSE TO BE ASSESSED IN THEIR OWN HOMES, BUT THE NEED FOR A TRAINING SITE AND THE PORTFOLIO CLASSES WILL CONTINUE.

IMPORTANCE OF FAMILY DAY CARE PROVIDER SERVICES

THERE IS BOTH A NEED AND A CONSUMER MARKET FOR FAMILY DAY CARE. ESTIMATES ARE THAT THERE ARE THREE MILLION CHILDREN UNDER THE AGE OF THREE WITH EMPLOYED MOTHERS, YET THERE ARE 122,000 LICENSED CHILD CARE CENTER SPACES FOR THEM. IT IS ALSO ESTIMATED THAT 14.5 MILLION SCHOOL AGE CHILDREN HAVE EMPLOYED MOTHERS AND ONLY 126,000 LICENSED SPACES ARE AVAILABLE FOR THESE CHILDREN. (11:74) ASIDE FROM THE LACK OF CENTER AVAILABILITY OTHER FACTORS AS WELL INFLUENCE THE CHOICE MADE BY PARENTS, FACTORS SUCH AS COST, CONVENIENCE, AND PREFERENCE FOR A SMALL GROUP OR "HOME LIKE" SETTING.

THE ESD 121 STUDY CONDUCTED IN 1981 BY THE WASHINGTON STATE SUPERINTENDENT OF PUBLIC INSTRUCTION'S OFFICE, CITED "CLOSENESS TO HOME" AS AN IMPORTANT FACTOR.(10:3) ANOTHER REASON FOR CHOOSING A FAMILY DAY CARE SETTING MAY BE HOURS OF OPERATION. FAMILY DAY HOMES ARE OFTEN BETTER ABLE TO ACCOMODATE THE NEEDS OF PARENTS WITH IRREGULAR SCHEDULES. (12:77-78)

ACCORDING TO JUDY MANN FAMILY DAY CARE PROVIDERS TAKE CARE OF MORE THAN HALF OF THE NINE MILLION CHILDREN OF WORKING PARENTS WHO ARE IN A DAY CARE SETTING. MANN SAYS "IT IS ONE OF THE NATIONS MOST IMPORTANT COTTAGE INDUSTRIES, GIVING INCOME TO 137,000 LICENSED PROVIDERS AND MORE THAN A MILLION AND A HALF UNLICENSED PROVIDERS." (12:77-78)

THE GROWTH OF THIS "INDUSTRY" HAS LED TO A RISING DESIRE FOR PROVIDER TRAINING BOTH BY PROVIDERS AND REGULATORY AGENCIES. MEMBERSHIPS IN FAMILY DAY CARE ASSOCIATIONS HAVE GROWN AS PROVIDERS SEEK SKILLS AND PROFESSIONAL STATUS.

COMMUNITY COLLEGES AND VOCATIONAL TECHNICAL INSTITUTES ARE UNIQUELY QUALIFIED TO PROVIDE CHILDCARE TRAINING AND CERTIFICATION IN THAT THEY ARE ABLE TO PRESENT VOCATIONALLY SPECIFIC COURSE WORK, LEADING TO CREDENTIALING, AND TO PRESENT THAT TRAINING IN MANAGEABLE UNITS FOR THE WORKING ADULT. THE PLAN FOR TRAINING DELIVERY TO CHILD CARE PROVIDERS IN SOUTH SNOHOMISH COUNTY WAS DESIGNED WITH PROVIDER INPUT TO MEET THEIR SPECIFIC NEEDS.

TRAINING DELIVERY SYSTEM AT EDMONDS COMMUNITY COLLEGE

THE LABORATORY SETTING

FAMILY DAY CARE PROVIDERS GENERALLY WORK LONG HOURS, OFTEN RECEIVING CHILDREN IN THE EARLY HOURS OF THE MORNING AS THE PARENT BEGINS A LONG COMMUTE TO WORK, AND RETURNING CHILDREN TO THE PARENT NINE OR TEN HOURS LATER. FATIGUE AND THE NEED FOR PERSONAL OR FAMILY TIME MAKE REGULAR ATTENDANCE AT FORMAL CLASSES A FORMIDABLE OBSTACLE FOR PROVIDERS. WITH THIS IN MIND, THE TRAINING DELIVERY AT EDMONDS COMMUNITY COLLEGE WAS PLANNED TO OCCUR IN THE DAYTIME HOURS AND TO INCLUDE CHILDREN IN THE CARE OF PROVIDERS. FOLLOWING THE NATIONALLY RECOGNIZED PARENT COOPERATIVE MODEL, THE ENROLLED PROVIDERS PARTICIPATE IN THE LABORATORY ONE ASSIGNED DAY EACH WEEK, TAKE RESPONSIBILITY FOR THE BUSINESS MANAGEMENT OF THE COOPERATIVE, AND HIRE A TEACHER TO ASSIST THEM IN DEVELOPMENT AND DELIVERY OF APPROPRIATE CURRICULUM FOR THE CHILDREN. THE COLLEGE PROVIDES A FAMILY LIFE EDUCATION INSTRUCTOR TO ASSIST THE COOPERATIVE IN MAINTAINING APPROPRIATE STANDARDS AND TO SERVE AS AN ADULT EDUCATOR AND RESOURCE PERSON. (WHEN FUNDING WAS AVAILABLE AN EARLY CHILDHOOD EDUCATION INSTRUCTOR ALSO WORKED IN THE CLASSROOM OBSERVING AND GIVING FEEDBACK TO PROVIDERS WHO HAD IDENTIFIED THEMSELVES AS WISHING TO PURSUE THE CDA CREDENTIAL. THIS TASK IS NOW CARRIED OUT BY VOLUNTEER TRAINERS, MANY OF WHOM ARE PROVIDERS WHO HAVE RECEIVED A CDA CREDENTIAL.)

PROVIDERS PARTICIPATING IN THIS LABORATORY EXPERIENCE RECEIVE 3 FAMILY LIFE EDUCATION CREDITS EACH QUARTER.

PORTFOLIO CLASS

DURING THE TIME THE GRANT WAS FUNDED A WEEKLY EVENING CLASS WAS SCHEDULED TO ASSIST CDA CANDIDATES IN PREPARATION OF THEIR PERSONAL PORTFOLIOS. THIS WAS A 2 CREDIT CLASS TAUGHT BY AN EARLY CHILDHOOD EDUCATION INSTRUCTOR. WHEN FUNDING WAS DISCONTINUED, PROVIDERS WHO HAD ALREADY RECEIVED THEIR CDA CREDENTIALS VOLUNTEERED TO ADVISE IN THE PREPARATION OF PORTFOLIOS. THIS COMMITMENT TO CONTINUE DESPITE LOSS OF STATE TRAINING FUNDS IS EVIDENCE OF THE QUEST FOR PROFESSIONALISM ON THE PART OF PROVIDERS.

AWARD OF CREDIT FOR CDA

THE WASHINGTON STATE DEPARTMENT OF SOCIAL AND HEALTH SERVICES RECOGNIZES THE CDA CREDENTIAL AS EQUIVALENT TO 45 CREDITS IN CHILD DEVELOPMENT STUDIES. (7) IN RESPONSE TO THE ABOVE AND TO THE EFFORTS OF THE WASHINGTON ASSOCIATION OF EDUCATORS OF PERSONNEL IN EARLY CHILDHOOD PROGRAMS TO DEVELOP A CAREER LADDER FOR TRAINING AND ACCREDITATION OF CHILD CARE PROVIDERS, THE EARLY CHILDHOOD EDUCATION DEPARTMENT OF EDMONDS COMMUNITY COLLEGE UPON WRITTEN REQUEST, APPROPRIATE DOCUMENTATION, AND FULLFILLMENT OF RESIDENCY REQUIREMENTS PRESENTLY AWARDS 45 CREDITS TO CDA'S.

A DEGREE OPTION IS IN THE PROCESS OF BEING DESIGNED WHICH WILL FORMALLY RECOGNIZE ON THE DIPLOMA THE ACQUISITION OF A CDA.

THE FUTURE

WHILE SUCCESSFUL, THE CONTINUATION OF THIS TRAINING DELIVERY MODEL IS REVIEWED EACH YEAR. THE INCREASING APPLICATION COST TO THE CANDIDATE FOR CDA ASSESSMENT, THE DEMANDS PLACED ON VOLUNTEER TRAINERS, AND THE DWINDLING FUNDS FOR SUPPORT OF PARENT EDUCATION LABORATORIES NECESSITATES REGULAR EVALUATION. AT THE PRESENT TIME IT IS THE INTENT OF INVOLVED PERSONNEL OF EDMONDS COMMUNITY COLLEGE TO CONTINUE TO PROVIDE A LABORATORY SETTING IN WHICH FAMILY DAY CARE PROVIDERS CAN FULFILL CDA REQUIREMENTS AND DEVELOP AND DOCUMENT THE COMPETENCIES NECESSARY TO ACHIEVE A CENTER BASED CDA CREDENTIAL.

1 MORRISON, GEORGE S., EARLY CHILDHOOD EDUCATION TODAY, 2ND EDITION, CHAS. E. MERRILL PUBLISHERS, COLUMBUS, OHIO, 1980.

2 "THE CHILD DEVELOPMENT ASSOCIATE CREDENTIAL: AN AWARD WHOSE TIME HAS COME", THE CHILD DEVELOPMENT CONSORTIUM.

3 GUIDELINES: LOCAL ASSESSMENT TEAM; A HANDBOOK FOR TEAM MEMBERS, U.S. DEPT. OF HEALTH AND HUMAN SERVICES, ACYF DSHS PUBLICATION #(OHDS) 81-31159.

4 "CDA ASSESSMENT CONTRACT RENEWAL," SPRING 1982, BANK STREET COLLEGE OF EDUCATION, WASHINGTON, D.C.

5 "CDA COMPETENCY STANDARDS AND ASSESSMENT SYSTEM" NATIONAL CREDENTIALING PROGRAM 1984

6 WAEPECP-THE PREPARATION AND CERTIFICATION OF EARLY CHILDHOOD PERSONNEL: A POSITION STATEMENT, WAEPECPI, C/O JACKIE STENGER, BATES VOCATIONAL TECHNICAL INSTITUTE, 1101 SOUTH YAKIMA AVENUE, TACOMA, WA 98405

7 WASHINGTON ADMINISTRATIVE CODE, WAC 388-73-450-DSHS 22-04 (X) 6-79

8 CHAMBLISS, IDA B., AND JOHNSTON, MARGARET, A PROPOSAL FOR A STATEWIDE PLAN TO PROVIDE DAY CARE AND FOSTER PARENT TRAINING IN WASHINGTON STATE UNDER PROVISIONS OF TITLE XX, AUGUST 15, 1975.

9 U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES, GUIDELINES, A HANDBOOK FOR TEAM MEMBERS, SEPTEMBER 1975.

10 "PARENTAL CHOICE FOR LOCATION OF PRESCHOOL OR CHILDCARE PROGRAMS, PARENTS OF THREE- OR FOUR-YEAR-OLD CHILDREN IN WASHINGTON STATE," EARLY CHILDHOOD EDUCATION STUDY, EDUCATION SERVICE DISTRICT NO. 121, DECEMBER 1981.

11 ADAMS, DIANE, "FAMILY DAY CARE REGULATION", YOUNG CHILDREN, MAY 1984, P.74.

12 MANN, JUDY, "DAY CARE" YOUNG CHILDREN, MAY 1984, P 77.

ERIC® CLEARINGHOUSE FOR JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

JUL 20 1984

8118 Math-Sciences Building
Los Angeles, California 90024